



# GEORGE ABBOT SCHOOL

<b>Policy Title:</b>	<b>Non-examination Assessment Policy</b>	
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This policy is to be read in conjunction with the following:

- Internal Appeals Process
- Equality Policy
- SEND Policy
- JCQ Instructions for Conducting Non-examinations Assessments
- Examinations Policy

Non-examinations assessment is a form of internal assessment for reformed GCE/GCSE qualifications where it is the only valid means of assessing essential knowledge and skills that cannot be tested by timed written papers. Non-examinations assessment applies control over internal assessment at three points:

1. Task Setting
2. Task Taking
3. Task Marking

## **Responsibilities**

Head of Centre:

- To be familiar with Joint Council for Qualifications (JCQ) instructions for conducting non-examinations assessment
- Responsible to relevant Awarding Bodies to ensure that all non-examinations assessments are conducted according to qualification specifications.

Examinations Manager:

- To be familiar with JCQ instructions for conducting non-examinations assessment and other related JCQ documents
- To be familiar with general instructions relating to non-examinations assessment from each relevant Awarding Body
- In collaboration with Academic Strategic Leads (ASLs)/Heads of Department (HoDs) ensure non-examinations assessment marks are submitted to relevant Awarding Body
- In collaboration with ASLs/HoDs ensure students' assessments for moderation are despatched
- In collaboration with ASLs/HoDs ensure appropriate arrangements are in place for the security of non-examinations assessment materials.

Academic Strategic Leads/Heads of Department:

- To be familiar with JCQ instructions for conducting non-examinations assessment
- To understand and comply with specific instructions relating to non-examinations assessment for the relevant Awarding Body
- Ensure that individual teachers understand their responsibilities with regard to non-examinations assessment

- Ensure that they use the correct task for the year of submission and take care to distinguish between tasks and requirements for legacy and new specifications
- To obtain confidential materials/tasks set by the Awarding Bodies in sufficient time to prepare for the assessment(s) and ensure that such materials are stored securely at all times
- To undertake appropriate departmental standardisation of non-examinations assessments
- In collaboration with the Examinations Manager submit non-examinations assessment marks to the relevant Awarding Body
- In collaboration with the Examinations Manager despatch students' assessments for moderation
- In collaboration with the Examinations Manager make appropriate arrangements for the security of non-examinations assessment materials.

#### Special Educational Needs Co-ordinator (SENCO):

- To be familiar with JCQ instructions for conducting non-examinations assessment with reference to access arrangements and reasonable adjustments
- In collaboration with the Examinations Manager ensure appropriate access arrangements are in place.

#### Teachers:

- Supervise assessments (at the specified level of control), undertaking tasks required under the regulations, only permitting assistance to students as the specifications allow
- Ensure that students and supervising teacher(s) sign authentication forms on completion of an assessment
- Mark internally assessed components using the mark schemes provided by the Awarding Body
- In collaboration with the HoDs submit marks to the relevant Awarding Body when required, keeping a record of the marks awarded (where assessments are marked internally, teachers may disclose marks to candidates provided that it is made clear that the moderation process may result in changes to marks. They should NOT attempt to convert marks to grades in advance of the publication of results)
- Ensure they inform candidates of their centre assessed mark to allow candidates to raise a review of marking before the Centre submits their marks to the Awarding Body before their deadline dates
- Ensure completion of all outcomes following a review of marking are communicated to candidates before marks are submitted to the Award Body by their deadline dates
- Take part in appropriate departmental standardisation of Controlled Assessments
- Retain candidates' work securely between assessment sessions (if more than one)
- Post completion; retain candidates work securely until the closing date for enquiries about results. In the event that an enquiry is submitted, retain candidates' work securely until the outcome of the enquiry and any subsequent appeal has been conveyed to the Centre
- Ask the SENCO for any assistance required for the administration and management of access arrangements.

#### Task Setting

In accordance with specification Awarding Body guidelines, ASLs/HoDs will be responsible for the selection of non-examinations assessment tasks from an approved list or for setting appropriate Centre specific tasks.

Teachers will ensure that students understand the assessment criteria for any given assessment task.

#### Task Taking

Unless the Awarding Body's specification says otherwise, the following arrangements will apply:

- In accordance with JCQ regulations, invigilators and JCQ *No Mobile Phone & Warning to Candidates* posters are not required
- Teachers will ensure there is sufficient supervision (in accordance with Awarding Body requirements) to ensure that work can be authenticated as the candidate's own work. They will also ensure that they keep a record of each candidate's contribution in group work, where applicable. Teachers will also ensure candidates understand the need to reference work, give guidance on how to do this and make sure they are aware that they must not plagiarise other material

- Teachers can provide candidates with general feedback and allow candidates to revise and re-draft work but must not provide model answers or writing frames specific to the task nor assess the work and then allow the candidate to revise it. Any assistance given must be recorded and taken into account when marking the work. Explicitly prohibited assistance must not be given and no assistance should be given if there is no means to record it and take account of it in the making. Failure to follow this procedure constitutes malpractice
- Teachers must be aware of the Awarding Body's restrictions with regard to access to resources. In formally supervised sessions candidates can only usually take in preparatory notes; they must not access the internet nor bring in their own computers or electronic devices. They must not introduce new resources between formally supervised sessions. Materials must be collected and stored securely at the end of each session and not be accessible to candidates.

### **Authentication**

Candidates and teachers must sign the appropriate authentication declarations and these must be kept on file until the deadline for enquiry about results has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later.

### **Task Marking**

- Teachers are responsible for marking work in accordance with the marking criteria. Annotation should be used to provide evidence to indicate how and why marks have been awarded to facilitate the standardisation of marking within the Centre
- The Centre may disclose marks to candidates provided that it is made clear that the moderation process may result in changes to marks. Centres should not attempt to convert marks to grades in advance of the publication of results
- Centres must ensure that the internal standardisation of marks across assessors and teaching groups takes place. They should retain evidence of internal standardisation and keep candidates' work in secure storage until after the closing date for enquiries about results.

### **Review of Marking**

Internally centre assessed marks must be given to candidates before the Centre submits marks to the Awarding Body and before their deadline dates. Centres must complete all outcomes in writing to candidates who raise a review of marking before marks are submitted to the Awarding Body and by their deadline dates. Once moderation has taken place assessment component results cannot be reviewed individually. A review of moderation of the cohort is possible but only if an adjustment was made to the Centre's mark by the Awarding Body. A review of moderation can only be requested by the Centre. The Examinations Manager must apply for the review of moderation on behalf of the Centre following authorisation by the Deputy Head Student Development and Progress.

### **Factors Affecting Individual Candidates**

If a candidate misses part of a non-examinations assessment task through absence, an alternative supervised session will be organised.

The Centre will follow the procedures set out in JCQ guidelines if assessment tasks are lost or accidentally destroyed by the Centre.

Access arrangements and reasonable adjustments will be agreed according to the published JCQ guidance. The Centre will consider requests to repeat non-examinations assessment tasks if they are made before marks have been submitted to the relevant Awarding Body. Decisions will be made on an individual basis, by the Senior Leadership Team (SLT)/ASLs in consultation with HoDs/Teachers.

If a non-examinations assessment task was completed under formal supervision, a completely new task must be set under a new formal supervision.

## **Appeals Process**

- The Centre is committed to ensuring that whenever it is teachers who assess candidates' work that this is done fairly, consistently and in accordance with the specification for the qualification concerned. However, to meet the requirements of the Awarding Bodies an internal appeals procedure is available
- An appeal may only be made against the process that produced the grade or mark to be submitted to the Awarding Body and not against the mark or grade; that is, where the candidate or his/her parents believe that the procedures for managing, marking, moderating and standardising coursework have not been carried out within the procedures set out above
- Internal marking, moderation and standardisation of coursework will always be conducted by staff who have appropriate knowledge, understanding and skills, and who have been trained in this activity
- The marks submitted the Awarding Bodies are subject to further external moderation and standardisation procedures and the final mark is decided by the Chief Moderator for each subject area.

## **Internal Appeals Procedure**

If a candidate believes that their work has not been treated in accordance with the procedures outlined above they may make use of the Internal Appeals Process.